

# CONTINUATION HIGH SCHOOL MODEL PROGRAM APPLICATION COVER SHEET

<b>Part I. Program Characteristics</b>				Date Submitted:	
District		County		CCEA District #	
School		Principal		Phone number (   )	
Address		City Zip Code:		Fax:	Email
School Type: <input type="radio"/> Urban <input type="radio"/> Suburban <input type="radio"/> Rural		Average Enrollment (previous year) <input type="text"/>		ADA (previous year P2) <input type="text"/>	Percentage <input type="text"/>
Staff <input type="text"/> Administrators		<input type="text"/> Teachers		<input type="text"/> Student to Teacher Staffing Ratio	
<input type="text"/> Counselors		<input type="text"/> Support Staff		<input type="radio"/> ADA   or <input type="radio"/> Enrollment	
Number of Students: Graduating from Applicant School (previous year): <input type="text"/> Returned to traditional high school: <input type="text"/> Transferred to other alternative program (ROP/C, Adult School, Community College): <input type="text"/>			Basis for Credit: <div style="display: flex; justify-content: space-between;"> <span>Seat Time</span> <input type="text"/> </div> <div style="display: flex; justify-content: space-between;"> <span>Productive Hours</span> <input type="text"/> </div> <div style="display: flex; justify-content: space-between;"> <span>Competency</span> <input type="text"/> </div> <div style="display: flex; justify-content: space-between;"> <span>Credits to grad. from Cont. High</span> <input type="text"/> </div> <div style="display: flex; justify-content: space-between;"> <span>Credits to grad. from Trad. High</span> <input type="text"/> </div>		
Percentage of Involuntary Transfers (current year) <input type="text"/>		School Ethnicity (Data provided to CBEDS for current year) <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"><input type="checkbox"/> Amer. Indian</div> <div style="width: 50%;"><input type="checkbox"/> Caucasian</div> <div style="width: 50%;"><input type="checkbox"/> Asian</div> <div style="width: 50%;"><input type="checkbox"/> Hispanic</div> <div style="width: 50%;"><input type="checkbox"/> Black</div> <div style="width: 50%;"><input type="checkbox"/> Filipino</div> <div style="width: 50%;"><input type="checkbox"/> Pac. Islander</div> <div style="width: 50%;"><input type="checkbox"/> Other</div> </div>			
District Assessments Utilized (Check all that apply): <input type="checkbox"/> STAR/SAT-9 <input type="checkbox"/> SABE					
Indicate other district or school Assessments (e.g., CTBS, portfolio)					
Other Assessments (check all that apply): <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> CHSPE <input type="checkbox"/> ASVAB					
Program Evaluations Completed (date):		CCR:		PQR:	WASC:
Number of Students Concurrently Enrolled in: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"><input type="text"/> Traditional High School</div> <div style="width: 50%;"><input type="text"/> Community Service</div> <div style="width: 50%;"><input type="text"/> Adult Education</div> <div style="width: 50%;"><input type="text"/> Community College</div> <div style="width: 50%;"><input type="text"/> ROP/C</div> <div style="width: 50%;"><input type="text"/> Other (list)</div> <div style="width: 50%;"><input type="text"/> Independent Study</div> <div style="width: 50%;"></div> <div style="width: 50%;"><input type="text"/> Work Experience</div> <div style="width: 50%;"></div> </div>					
The School would be willing to provide: <input type="checkbox"/> Site Visitations <input type="checkbox"/> Fee-for-Service Consulting <input type="checkbox"/> Sample Materials <input type="checkbox"/> Telephone Consultation					

## Part II. Narrative Statements

1. School Synopsis: Submit a one-page narrative that describes the school, student ethnicity, community context and district support, instruction provided, accountability measures used, and unique characteristics of the school that are worthy of state recognition. Describe how your school performs above and beyond an effective continuation school.

2. Narrative Support Statements: Submit one-page narrative statements from each of the following:

School Administrator: Describe the elements of "School Management" that are in place for your school.

Staff Member: Describe what makes your school exceptional.

Student: Describe how the school helps students be successful.

Parent: Describe how the school has helped your student(s) achieve their goals.

Community Member: Describe how the community views the continuation education program.

Narrative statements make a "Strong Case" when they address each component requested and include evidence and descriptions of exemplary practices. Narrative statements may make an "Adequate Case" when they address each component requested but lack evidence and descriptions of exemplary practices. Narrative statements "Fail To Make a Case" when they do not address requested components. A total of 18 points is possible. Applications that receive 15 points or more will be considered for a site validation visit. Applications that receive less than 15 points will be disqualified.

**EACH NARRATIVE STATEMENT MUST BE TYPED AND LIMITED TO ONE PAGE.  
INFORMATION THAT EXCEEDS ONE PAGE WILL NOT BE CONSIDERED.**

## Part III. Quality Indicators (self evaluation)

The following pages describe Quality Indicators for a Model Continuation High School. Review each indicator and mark the appropriate box. All 60 Quality Indicators must be "In Place" and currently implemented in order for the application to meet minimum eligibility criteria. **Briefly** describe the evidence that validates the implementation of each quality indicator at your school, using the space provided. If more space is needed, **clearly indicate the letter and number** of the quality indicator and attach your description(s) as an addendum to the application.

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Signature of Person Completing Form and Title

Printed Name

Telephone Number

### ***Certification:***

*The district certifies that the applicant Continuation High School has been in operation for a minimum of two years and that the diploma earned at the continuation high school represents the highest standards required by its Board of Education for graduation from the district and that every graduate, whether from the traditional or continuation high school, is equally prepared for productive citizenship.*

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Superintendent's Signature

Date